



University of Zagreb
Faculty of Education and
Rehabilitation Sciences

**Courses in English available
to incoming students in
academic year 2025./2026.
WINTER SEMESTER**

Zagreb, March 2025.

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University of Zagreb Faculty of Education and Rehabilitation Sciences (ERF) Academic year 2025./2026.

Winter Semester: 1 October 2025 – 23 January 2026.

Winter Examination Period: 26 January – 20 February 2026.

Summer Semester: 23 February – 5 June 2026.

Summer Examination Period: 8 June – 3 July 2026.

[Information for incoming students](#)

[International Cooperation at ERF UNIZG](#)

Courses in this catalogue are divided according to:

(I) **Study level:** undergraduate and graduate

- Undergraduate students can choose courses only from the undergraduate level
- Graduate students can choose from both levels

(II) **Study program:** Rehabilitation; Speech and Language Pathology; Social Pedagogy.

- Incoming students should choose courses from the study program similar to the study program in their home institution.

All courses have course descriptions (see the [catalogue](#)). You should read them carefully to see if you meet the course enrolment requirements and entry competences required for the course.

If you do not meet these requirements and you do not have previous knowledge required for the course, you will not be able to attend the course.

There are no lectures for incoming students. Courses are held as weekly individual consultations with the professors. Professors can include incoming students in the lectures with Croatian students or they can have individual consultations.

All courses are awarded with credits using the [ECTS system](#).

Grading System

The Croatian national grading scale consists of five grades with numerical equivalents

- 5 = excellent - izvrstan (highest grade) – A
- 4 = very good - vrlo dobar – B
- 3 = good - dobar – C
- 2 = sufficient - dovoljan (minimum pass grade) – D, E
- 1 = fail - nedovoljan – F

Winter semester of the academic year 2025./2026.

UNDERGRADUATE STUDY PROGRAMME REHABILITATION

ISVU CODE	Lecturer	Course Title	WINTER SEMESTER Number of hours per week			ECTS
			L	E	S	
144647	Assis. Prof. Ljiljana Pintarić Mlinar	Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities*	2	1	1	4
32658	Prof. Ana Wagner Jakab	Learning Disabilities	2	1	1	4
131038	Assoc. Prof. Sonja Alimović	Assessment of Persons with Visual Impairment	2	1	0	3
93858	Prof. Lelia Kiš-Glavaš	Professional Rehabilitation I*	2	1	1	4
TOTAL						15

GRADUATE STUDY PROGRAMME EDUCATIONAL REHABILITATION

ISVU CODE	Lecturer	Course Title	WINTER SEMESTER Number of hours per week			ECTS
			L	E	S	
39409	Prof. Anamarija Žic Ralić	Individual Education Programmes*	1	2	1	5
TOTAL						5

* Read the course description: enrolment requirements and entry competences required for the course. Students who do not meet the requirements and do not have previous knowledge required for the course, will not be able to attend the course.

Number of hours per week: **L** – Lecture, **E** – Exercises, **S** – Seminars

UNDERGRADUATE STUDY PROGRAMME SPEECH AND LANGUAGE PATHOLOGY

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
130734	Assis. Prof. Blaženka Brozović	Introduction to Speech and Language Pathology	2	1	0	4
255226	Prof. Marijan Palmović	Psycholinguistics*	2	0	2	5
130843	Assoc. Prof. Marina Milković	Croatian Sign Language 101	0	2	0	3
39335	Assis. Prof. Blaženka Brozović	Dysphagia and Feeding Disorders	2	2	0	4
TOTAL						16

GRADUATE STUDY PROGRAMME SPEECH AND LANGUAGE PATHOLOGY

ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
175138	Assoc. Prof. Gordana Hržica	Child Language Corpora*	1	0	1	3
39282	Assoc. Prof. Gordana Hržica	Narrative Assessment in Speech and Language Pathology	1	0	1	3
TOTAL						6

* Read the course description: enrolment requirements and entry competences required for the course. Students who do not meet the requirements and do not have previous knowledge required for the course, will not be able to attend the course.

Number of hours per week: **L** – Lecture, **E** – Exercises, **S** - Seminars

UNDERGRADUATE STUDY PROGRAMME SOCIAL PEDAGOGY

WINTER SEMESTER						
ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
93883	Assoc. Prof. Miranda Novak	Theories of Prevention I	2	0	0	2
TOTAL						2

GRADUATE STUDY PROGRAMME SOCIAL PEDAGOGY

WINTER SEMESTER						
ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
39557	Prof. Ksenija Butorac	Contemporary Methods in Treatment of Addicts	2	2	0	4
TOTAL						4

Number of hours per week: **L** – Lecture, **E** – Exercises, **S** - Seminars

FOR ALL STUDENTS, BOTH UNDERGRADUATE AND GRADUATE LEVEL
 (NO ECTS)

WINTER / SUMMER SEMESTER						
ISVU CODE	Lecturer	Course Title	Number of hours per week			ECTS
			L	E	S	
50567	Iva Gričar, Prof.	Physical and Health Education	0	2	0	0
					TOTAL	0

Number of hours per week: **L** – Lecture, **E** – Exercises, **S** - Seminars

Course description for undergraduate study programme Rehabilitation

Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities (144647)			
1. GENERAL INFORMATION			
1.1. Course teacher	Assis. Prof. Ljiljana Pintarić Mlinar, PhD	1.6. Year of the study programme/ semester (summer, winter)	3 rd / 5 th (winter)
1.2. Name of the course	Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L+E+S+ e-learning)	30+15+15 + e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Rehabilitation	1.9. Expected enrolment in the course	
1.5. Status of the course	Obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	Basic knowledge about goals and content of rehabilitation program for children with intellectual disabilities		
2.2. Course enrolment requirements and entry competences required for the course	Child psychology courses and passed exams Educational psychology/Pedagogy Preschool pedagogy		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Piaget's stages of cognitive development; human functioning from typical to atypical atypical /atyp-i-cal/ (-i-k'l) irregular; not conformable to the type; in microbiology, applied specifically to strains of unusual type.</p> <p>a·typ·i·cal adj. development; Bronfenbrenner's ecological systems theory Ecological Systems Theory, also called "Development in Context" or "Human Ecology" theory, specifies four types of nested environmental systems, with bi-directional influences within and between the systems. is concerned with the broad social environment and context (Bronfenbrenner, 1977, 1986; Bronfenbrenner & Ceci, 1994).</p>		

Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities (144647)

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Theoretical foundations for rehabilitation program structuring; practical skills in needs' assessment; rehabilitation program activities application (under supervision of diploma level professional) focused on children with intellectual and developmental needs as well as their social support						
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Developmental perspective in assessment and program planning. Ecological; transactional activity and curriculum-based assessment and intervention Phases in Program development; Communication and Behavioral Patterns Family participation						
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
						2.7. Comments:	
2.8. Student responsibilities							
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	1	Practical training	-	
	Experimental work	-	Report	0,2	Exercises	0,5	
	Essay	-	Seminar essay	0,3	(other)		
	Tests	0,5	Oral exam	0,5	(other)		
	Written exam	0,5	Project	-	(other)		
2.10. Grading and evaluating student work in class and at the final exam							
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media	

Planning Programme in Rehabilitation of Children and Youth with Intellectual Disabilities (144647)

	Santrock, J. W. (1994): Child development (6th ed.). Madison, Wisconsin: Brown and Benchmark Publishers	1	
	Mirenda, P., & Donnellan, A. M. (1987). Issues in curriculum development. In D. M. Cohen & A. M. Donnellan (Eds.), Handbook of autism and pervasive developmental disorders (pp. 211-226). New York: John Wiley	1	Via internet
2.12. Optional literature (at the time of submission of study programme proposal)	Goodman, Joan, F. (1992): When Slow is Fast Enough; The Guilford Press, 1992, New York Davies, D. (1999): Child Development, The Guilford press, New York		
2.13. Quality assurance methods that ensure the acquisition of exit competences			
2.14. Other (as the proposer wishes to add)			

Learning Disabilities (32658)

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Ana Wagner Jakob, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 nd / 3 rd (winter)
1.2. Name of the course	Learning Disabilities	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L+E+S+ e-learning)	30+15+15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study programme Rehabilitation	1.9. Expected enrolment in the course	50
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION

2.1. Course objectives	Introduction to the field of learning disabilities (history, definition, characteristics, causes...), knowledge about possible developmental risks (self-perception, social competence, relations with family, teachers, peers) and practice in schools (observations in inclusive classes).
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Academic writing skills- student will be able to report and describe in short specific topic by using arguments and referencing literature and make critical reviews.</p> <p>Presentation- student will be able to present his/her work in front of the group, make presentation, differentiating main facts and make conclusions</p> <p>Personal competences - student will be able using all available sources in learning and developing, identifying some of personal competencies and field of growth, integrating knowledge from different sources.</p>
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able to: define learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD), describe characteristics of LD and ADHD, list main periods , authors and findings through history of the field, list causes and risk factors in development of LD and ADHD, describe and recognise needs of children with LD in family and school environment, recognise basic characteristics and risks in social and emotional development of children with LD, observe children behaviour and climate in inclusive classrooms.

Learning Disabilities (32658)

2.5. Course content broken down in detail by weekly class schedule (syllabus)	1. Definition of learning disabilities				
	2. History of the field of LD				
	3. Causes of LD				
	4. Prevention and early reading skills				
	5, 6. Reading and writing disabilities				
	7. Early mathematics’ skills				
	8. Math learning disabilities				
	9. ADHD				
	10. Social-emotional characteristics and risks				
	11. Family environment				
	12. School environment				
	13, 14. Analysis of video materials				
	15. Discussion, evaluation, conclusion of complete learning process in this course.				
	2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments		2.7. Comments:
		<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet		
<input checked="" type="checkbox"/> exercises		<input type="checkbox"/> laboratory			
<input type="checkbox"/> online in entirety		<input checked="" type="checkbox"/> work with mentor			
<input checked="" type="checkbox"/> partial e-learning		<input type="checkbox"/> (other)			
<input type="checkbox"/> field work					
International students will have opportunity to involve in course through consultations with course teachers					
2.8. Student responsibilities	Lectures and exercises attendances are obligatory. International students are obligated to attend consultations and exercises. Students are responsible to write and present seminars.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	
	Experimental work		Report	Exercises 1	
	Essay		Seminar essay 1	(other)	
	Tests		Oral exam 1	(other)	
	Written exam		Project	(other)	

Learning Disabilities (32658)

2.10. Grading and evaluating student work in class and at the final exam	Students will be evaluated through their active participation (personal and group work) in lectures, seminars and exercises. In final exam it is important not only to show knowledge, information and facts but also to elaborate it.		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Hallahan, Lloyd, Kauffman, Weiss, Martinez (2005.): Learning disabilities foundations, characteristics and effective teaching, Pearsons.		
	Bender W.N. (2004.) Learning disabilities, characteristics, identification and teaching strategies, Pearson		
	Igrić, Lj. Kobetić, D., Lisak, N. (2008.): Evaluacija nekih oblika podrške edukacijskom uključivanju učenika s posebnim potrebama, Dijete i društvo, godina 10, broj 1/2 179.-197.		
	Wagner Jakab, A. (2008.): Obitelj – sustav dinamičnih odnosa u interakciji, Hrvatska revija za rehabilitacijska istraživanja, Vol.44, BR.2.		
	Wagner Jakab, A., Cvitković, D., Hojanić, R., (2006.): Neke značajke odnosa sestara/braće i osoba s posebnim potrebama, Hrvatska revija za rehabilitacijska istraživanja, Vol.42, BR.1, 77-87.		
2.12. Optional literature (at the time of submission of study programme proposal)	Cvitković, D., (2010.): Anksioznost i obiteljska klima kod djece s teškoćama učenja, doktorska disertacija, Edukacijsko-rehabilitacijski fakultet, Sveučilište u Zagrebu		
2.13. Quality assurance methods that ensure the acquisition of exit competences			
2.14. Other (as the proposer wishes to add)			

Assessment of Persons with Visual Impairment (131038)

1. GENERAL INFORMATION

1.1. Course teacher	Assoc. Prof. Sonja Alimović, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 nd / 3 rd (winter)
1.2. Name of the course	Assessment of Persons with Visual Impairments	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+15+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study programme Rehabilitation	1.9. Expected enrolment in the course	10
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1

2. COURSE DESCRIPTION

2.1. Course objectives	To educate students about the main methods, techniques and instruments used in the assessment of the visually impaired.
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	<ol style="list-style-type: none"> 1. Explain milestones of typical development of children 2. Identify developmental discrepancies 3. Identify the needs of children with disabilities for support according to education and rehabilitation assessment 4. Apply education and rehabilitation procedures aimed at improving the overall development and functioning of children and persons with disabilities (all types and degrees of illness, injury and disorders; all levels of functioning and all age groups) within the individual (developmental) areas 5. Judge critically on obtaining rights and taking responsibilities for participants involved in social inclusion of children and persons with disabilities

Assessment of Persons with Visual Impairment (131038)

	<ol style="list-style-type: none"> Evaluate the ethical challenges of the field and represent a valid ethical principle Recognize and select scientifically valid and relevant facts Communicate ideas, problems and solutions from education and rehabilitation field to general population Evaluate the necessity of continuing professional and personal development Plan continuing education in professional and related professional areas 	
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> Define and describe methods and techniques used in assessment of persons with visual impairment Identify and explain instruments used in assessment of persons with visual impairment Explain visual impairment influence on other developmental areas Correlate assessment results to education and rehabilitation procedures Identify the importance and the purpose of the assessment in person with visual impairment in a context of rehabilitation program development 	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> Methods and techniques used in assessment of persons with visual impairment Visual impairments Influence and correlation of developmental areas in visual impairment Assessment instruments Early assessment in persons with visual impairment Visual development (assessment and instruments) Social skills assessment in persons with visual impairment Daily living skills assessment in persons with visual impairment Literacy assessment in persons with visual impairment Orientation and mobility assessment in persons with visual impairment Assessment of using assistive technology Assessment of school integration 	
2.6. Format of instruction:	<div> <input checked="" type="checkbox"/> lectures <input type="checkbox"/> independent assignments </div> <div> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> multimedia and the internet </div> <div> <input checked="" type="checkbox"/> exercises <input type="checkbox"/> laboratory </div> <div> <input type="checkbox"/> online in entirety <input type="checkbox"/> work with mentor </div>	2.7. Comments:

Assessment of Persons with Visual Impairment (131038)

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> (other) <input type="checkbox"/> field work																		
2.8. Student responsibilities	Lectures and exercises attendances are obligatory. International students are obligated to attend consultations and exercises. Students are responsible to write and present seminars.																		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance 0,5 Research Practical training 0,5																		
	Experimental work 0,5 Report Exercises																		
	Essay Seminar essay (other)																		
	Tests Oral exam 1,5 (other)																		
	Written exam Project (other)																		
2.10. Grading and evaluating student work in class and at the final exam	Final grade is going to be calculated from results of essay and oral exam. A level of activity in practical work and discussions is going to influence on final grade if between two.																		
2.11. Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th>Title</th><th>Number of copies in the library</th><th>Availability via other media</th></tr> </thead> <tbody> <tr> <td>Barraga, N., Morris, J.E. (1980): Program to Develop Efficiency in Visual Functioning, APH, Louisville, Kentucky</td><td>2</td><td>No</td></tr> <tr> <td>Gresham, F.M., Elliott, S.N. (1990): Social Skills Rating System, Pearson Assessment</td><td>2</td><td>no</td></tr> <tr> <td>Alimović S. (2012) The assessment and rehabilitation of vision in infants, Paediatr Croat. 56 (Supl 1): 218-226</td><td>0</td><td>yes</td></tr> <tr> <td> </td><td> </td><td> </td></tr> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table>	Title	Number of copies in the library	Availability via other media	Barraga, N., Morris, J.E. (1980): Program to Develop Efficiency in Visual Functioning, APH, Louisville, Kentucky	2	No	Gresham, F.M., Elliott, S.N. (1990): Social Skills Rating System, Pearson Assessment	2	no	Alimović S. (2012) The assessment and rehabilitation of vision in infants, Paediatr Croat. 56 (Supl 1): 218-226	0	yes						
Title	Number of copies in the library	Availability via other media																	
Barraga, N., Morris, J.E. (1980): Program to Develop Efficiency in Visual Functioning, APH, Louisville, Kentucky	2	No																	
Gresham, F.M., Elliott, S.N. (1990): Social Skills Rating System, Pearson Assessment	2	no																	
Alimović S. (2012) The assessment and rehabilitation of vision in infants, Paediatr Croat. 56 (Supl 1): 218-226	0	yes																	
2.12. Optional literature (at the time of submission of study programme proposal)	Koenig, A.J., Ross, D.B. (1991): A procedure to evaluate the relative effectiveness of reading in large and regular print. Journal of Visual Impairment and Blindness, 84, 5, 198-204																		

Assessment of Persons with Visual Impairment (131038)

	<p>Mancil, G.L. (1986): Evaluation of reading speed with four low vision aids. American Journal of Optometry and Physiological Optics, 63, 708-713.</p> <p>Corn, L.A., Koenig J.A. (1996): Foundations of low vision: Clinical and functional perspectives, Chapter 9 and 10. AFB Press, New York, 185-246</p>
2.13. Quality assurance methods that ensure the acquisition of exit competences	On-line student survey;
2.14. Other (as the proposer wishes to add)	

Professional Rehabilitation I (93858)

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Lelia Kiš Glavaš, PhD	1.6. Year of the study programme/ semester (summer, winter)	3 rd / 5 th (winter)
1.2. Name of the course	Professional Rehabilitation I	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e- learning)	30+15+15
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study programme Rehabilitation	1.9. Expected enrolment in the course	10
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2

2. COURSE DESCRIPTION

2.1. Course objectives	After completing the course, students will be able to skilfully use fundamental concepts related to professional rehabilitation, critically assess the complexity and significance of the professional rehabilitation system for individuals with various types of disabilities and connect theoretical knowledge with practical application. They will be able to integrate insights about the processes conducted in the preparatory, implementation, and evaluation phases of professional rehabilitation.
2.2. Course enrolment requirements and entry competences required for the course	For students in the field of education/ educational rehabilitation/ inclusive education
2.3. Learning outcomes at the level of the programme to which the course contributes	
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Analyse professional needs of children and adults with disabilities. (1) Compare the roles of various systems in professional rehabilitation. (2) Plan individual professional development programmes for children and adults with disabilities. (3)

Professional Rehabilitation I (93858)

Adapt professional rehabilitation procedures to individual needs of children and adults with disabilities. (4)
Evaluate the effectiveness of specific professional rehabilitation models. (5)
Advocate for the realisation of inclusive education and labour rights of children and adults with disabilities, respectively. (6)
Advocate for the human rights model in the politics towards children and adults with disabilities. (7)

L – lectures; E – exercises; S – seminars, O – objective

2.5. Course content broken down in detail by weekly class schedule (syllabus)

Introduction to the course (L 1, O 7)
The importance of employing persons with disabilities (L 2, O 1)
Employment and labour discrimination against persons with disabilities (L 1, O 1, O 6, O 7)
The role of work in human life (L 2, O 1)
Psychological determinants of professional development (L 2, O 1)
Defining basic concepts related to professional rehabilitation of persons with disabilities (L 2, O 2, O 5)
Rehabilitation/habilitation in professional rehabilitation (L 2, O 2, O 5)
Rehabilitation process, rehabilitation services, professional aspect in rehabilitation (L 2, O 2, O 5)
Professional rehabilitation – goals, principles, phases (L 2, O 6)
Career guidance (professional education and information) (L 2, O 3, O 4)
Direct counselling (L 2, E O 3, O 4)
Career guidance for persons with disabilities in the Croatian Employment Service (L 2, O 4)
Training system for productive work of persons with disabilities – organizational forms (L 2, O 3, O 4)
Training programs for productive work (L 2, O 3, O 4)
Work training (L 2, O 3, O 4)
Presentation of the Secondary School Centre for Education – Zagorska (E 2, O 1, O 2)
Employment of persons with disabilities (L 1, O 5)
Working conditions and Psychomotor skills training (L 1, O 4)
Introduction to Design Thinking methodology (E 1, O 1)
Group challenge formulation and stakeholder map creation (E 1, O 1, O 2, O 5)
Interview preparation (E 2, O 1)

Professional Rehabilitation I (93858)

	Conducting interviews (E 2, O 1, O 5) Information exchange from interviews and creation of persona and "Point-of-view" statement (E 2, O 1, O 2, O 5) Group ideation techniques and idea selection (E 2, O 3, O 4, O 6, O 7) Group ideation techniques and idea selection + Reflection - continued (E 4, O 3, O 4, O 6, O 7) Key aspects of prototyping and prototype creation (E 3, O 3, O 4, O 6, O 7) Prototype testing and recording feedback (E 3, O 5) Report writing (E 4, O 1, O 2, O 3, O 4, O 5, O 6, O 7) Pre-exam/Selected topics from Professional Rehabilitation (E 4, O 1, O 2, O 3, O 4, O 5, O 6, O 7)		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Regular class attendances and active participation.		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	3	Research
	Experimental work		Report
	Essay		Seminar essay
	Tests		Oral exam
	Written exam	1	Project
2.10. Grading and evaluating student work in class and at the final exam			
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media

Professional Rehabilitation I (93858)

2.12. Optional literature (at the time of submission of study programme proposal)	Brown, T., & Wyatt, J. (2009). Design Thinking for Social Innovation. Stanford Social Innovation Review, 8(1), 31–35. https://doi.org/10.48558/58Z7-3J85 (https://ssir.org/articles/entry/design_thinking_for_social_innovation#)
2.13. Quality assurance methods that ensure the acquisition of exit competences	
2.14. Other (as the proposer wishes to add)	

Course description for graduate study programme Educational Rehabilitation

Individual education programmes (39409)			
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Anamarija Žic Ralić, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 nd / 3 rd (winter)
1.2. Name of the course	Individual education programmes	1.7. Credits (ECTS)	5
1.3. Associate teachers	Prof. Zrinjka Stančić, PhD	1.8. Type of instruction (number of hours L + E + S + e-learning)	15+30+15
1.4. Study programme (undergraduate, graduate, integrated)	Graduate, study programme Inclusive Education and Rehabilitation	1.9. Expected enrolment in the course	25
1.5. Status of the course	Obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	To enable students to offer quality support to teachers, pupils with disabilities and their parents		
2.2. Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none"> appropriate knowledge of English appropriate knowledge of developmental psychology appropriate knowledge of teaching strategies 		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Academic writing skills-student will be able to report and describe in short specific topic by using arguments and referencing literature and make critical reviews.</p> <p>Presentation-student will be able to present his/her work in front of the group, make presentation, differentiating main facts and make conclusions</p>		

Individual education programmes (39409)			
	Personal competences -student will be able using all available sources in learning and developing, identify some of personal competencies and field of growth, integrating knowledge from different sources.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Student will be able to:</p> <p>examine social context of school, classroom</p> <p>observe, assess and describe educational needs of pupil(s) with SEN, in collaboration with teacher, SENCO and parent(s)</p> <p>observe, assess and describe learning style of pupil(s) with SEN, in collaboration with teacher, SENCO and parents</p> <p>construct Individual Plan of Support, in collaboration with teacher, SENCO</p> <p>construct monthly IEP for one school subject (Math or Maternal language or Science)</p> <p>recognize ethical challenges in inclusive classroom</p> <p>provide support to teacher and pupil with SEN in the school surrounding (in the classroom, out of classroom)</p>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Introduction to the course</p> <p>Legislation point-to international inclusive education</p> <p>Legislation point-to national inclusive education</p> <p>School Centred Planning or Pupil Centred Planning</p> <p>Three steps in creating IEP (assessment-plan of support-evaluation)</p> <p>MAPS- Person Centred Planning for Pupils</p> <p>MAPS- Plan of active action – opinion of parent, teacher and pupil</p> <p>MAPS - role play</p> <p>The role of educational rehabilitator at inclusive school (guest lecturer)</p> <p>Plan of support</p> <p>Evaluation and grading (guest lecturer)</p> <p>ICT and pupils with complex communication needs</p> <p>Teaching Assistant- opinion of teacher, opinion of pupil</p> <p>Mobile team and –experience of team</p> <p>Valorisation of IEP</p> <p>Teacher's educating Teachers</p>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:

Individual education programmes (39409)

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	International students will have opportunity to participate in course through all activities with regular students (lecture, exercises at school)		
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	
	Experimental work		Report	Exercises 1	
	Essay		Seminar essay 2	(other)	
	Tests		Oral exam 1	(other)	
	Written exam		Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance	= max. 10 points	Evaluation System: 0 – 60 points insufficient (1) – (F) 61 – 70 points sufficient (2) – (D) 71 – 80 points good (3) – (C) 81 – 90 points very good (4) – (B) 91 – 100 points excelled (5) – (A)		
	First task (IPP)	= max. 20 points			
	Second task (IEP)	= max. 20 points			
	Activity during exercises	= max. 20 points			
	Activity during classes	= max. 10 points			
	Final exam	= max.20 points			
	<hr/>				
	TOTAL	= max. 100 points			
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Kiš Glavaš, I., Ljubić, M., Education Integration/Inclusion in the Republic of Croatia. In Bunch, G., Valeo, A To do Not to do (ed), An Inclusion Press Book, Library and Archieves, Canada, page 97-131.				
	Stančić, Z. (1995): The approach and attitudes of teachers toward pupils with special needs who attend regular education - tolerating the differences/Pristup i stavovi učitelja prema				

Individual education programmes (39409)

	<p>učenima s posebnim potrebama uključenim u redovite uvjete odgoja i obrazovanja - tolerancija različitosti. Collection of papers from international scientific meeting, „Education for tolerance: approaches, concepts and solutions“/Zbornik radova s međunarodnog znanstvenog skupa „Obrazovanje za tolerantnost: pristupi, koncepcije i rješenja“ (str.308-314), Klapan, A., Vrcelj, S. (ur.), 12-13.05.1995., Rijeka: Filozofski fakultet u Rijeci, Odsjek za pedagogiju.</p> <p>Stančić, Z., Frey Škrinjar, J. Ljubešić, M, Car, Ž. (2011): Multidisciplinary Collaboration and ICT Services for People with Complex Communication Needs. MIPRO proceedings from 34th International Convention. Microelectronics, Electronics and Electronic Technology/MEET, “Grid and Visualization Systems”(str.265-271), Biljanović, P., Skala, K. (ur). 23.-27.05.2011. Opatija: Croatian Society for International and Communication Technology, Electronics and Microelectronics-MIPRO.</p> <p>Stančić, Z., Frey Škrinjar, J., Car, Ž., Vlahović Štetić, V., Pibernik, J. (2013). Systems of support for persons with complex communication needs. MIPRO proceedings from 36th International Convention on Information and Communication Technology, Electronics and Microelectronics „Computers in Education“ (str. 830-836), Biljanović, P., Skala, K. (ur.), 20.-24.05.2013. Opatija: Croatian Society for International and Communication Technology, Electronics and Microelectronics-MIPRO.</p> <p>Stančić, Z. Femec, L., Čačko, N. (2012): ICT as a function of the curriculum and quality teaching of students with disabilities. 35th International Convention. Microelectronics, Electronics and Electronic Technology/MEET, “Computers in Education”(str.1299-1307), Biljanović, P., Skala, K. (ur). 23.-27.05.2011. Opatija: Croatian Society for International and Communication Technology, Electronics and Microelectronics-MIPRO.</p>
2.12. Optional literature (at the time of submission of study programme proposal)	
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Evaluation of the Course: two types of anonymous evaluations will be conducted after the course. First, internal evaluation after the seminar and exercises that will include perceived level of students’ educational outcomes and suggestions to the lecturers about the topics included in this course. Second evaluation will be official anonymous evaluation prepared by University of Zagreb.</p>
2.14. Other (as the proposer wishes to add)	

Course description for undergraduate study programme Speech and Language Pathology

Introduction to Speech and Language Pathology (130734)			
1. GENERAL INFORMATION			
1.1. Course teacher	Assis. Prof. Blaženka Brozović, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 st / 1 st (winter)
1.2. Name of the course	Introduction to Speech and Language Pathology	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+15+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	
1.5. Status of the course	Obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives			
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)			

Introduction to Speech and Language Pathology (130734)

2.5. Course content broken down in detail by weekly class schedule (syllabus)

2.6. Format of instruction:

- | | |
|---|--|
| <input type="checkbox"/> lectures | <input type="checkbox"/> independent assignments |
| <input type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and the internet |
| <input type="checkbox"/> exercises | <input type="checkbox"/> laboratory |
| <input type="checkbox"/> online in entirety | <input type="checkbox"/> work with mentor |
| <input type="checkbox"/> partial e-learning | <input type="checkbox"/> (other) |
| <input type="checkbox"/> field work | |

2.7. Comments:

2.8. Student responsibilities

To attend the course regularly and encouraged to actively participate in class.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)

Class attendance	Research	Practical training
Experimental work	Report	Exercises
Essay	Seminar essay	(other)
Tests	Oral exam	(other)
Written exam	Project	(other)

2.10. Grading and evaluating student work in class and at the final exam

2.11. Required literature (available in the library and via other media)

Title	Number of copies in the library	Availability via other media



Introduction to Speech and Language Pathology (130734)

2.12. Optional literature (at the time of submission of study programme proposal)

2.13. Quality assurance methods that ensure the acquisition of exit competences

2.14. Other (as the proposer wishes to add)

Psycholinguistics (255226)

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Marijan Palmović, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 nd / 3 rd (winter)
1.2. Name of the course	Psycholinguistics	1.7. Credits (ECTS)	5
1.3. Associate teachers	Professor Emeritus Melita Kovačević, PhD	1.8. Type of instruction (number of hours L + E + S + e-learning)	30+0+30
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	
1.5. Status of the course	Obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 1

2. COURSE DESCRIPTION

2.1. Course objectives	To develop knowledge of basic sub-fields of psycholinguistics To understand the processes of the acquisition, perception and comprehension of language To develop understanding of the relationship between language and the processes of the brain and mind.
2.2. Course enrolment requirements and entry competences required for the course	Basic linguistic knowledge Educational background from the following field: psychology, applied linguistics, speech-language pathology, philology and other related fields
2.3. Learning outcomes at the level of the programme to which the course contributes	To be familiarized with the psycholinguistic field and its connections with other related fields such as speech-language pathology
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To define language processing To identify the basic areas of the brain involved in language To list the major issues in the areas of language processing and development To make connection between language and cognition

Psycholinguistics (255226)			
	To make connection between typical language development and language impairment		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Introduction to psycholinguistics. Psycholinguistics and related fields Biological basis of language Speech perception in prenatal period Language evolution Language of preschool children Language of school children Language of adults Language of processing Language comprehension and production Language and cognition Language impairment Bilingualism Theories of language development Theories of language processing		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	To attend the course regularly and encouraged to actively participate in class.		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS	Class attendance	1	Research
	Experimental work		Practical training
	Essay		Exercises 1
		Seminar essay	(other)

Psycholinguistics (255226)			
credits is equal to the ECTS value of the course)	Tests	Oral exam	(other)
	Written exam 3	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Students must pass 2 test and final exam: 1 test – 10 points 2 test – 15 points Final exam – 36 points Course attendance – 7 points Exercise attendance – 12 points Total: 80 points		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
			On-line
2.12. Optional literature (at the time of submission of study programme proposal)			
2.13. Quality assurance methods that ensure the acquisition of exit competences	tests, final exam, and activity on the exercises		
2.14. Other (as the proposer wishes to add)			

Croatian Sign Language101 (130843)

1. GENERAL INFORMATION

1.1. Course teacher	Assoc. Prof. Marina Milković, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 nd / 3 rd (winter)
1.2. Name of the course	Croatian Sign Language 101	1.7. Credits (ECTS)	3
1.3. Associate teachers	Tomislav Radošević, mag. logoped.	1.8. Type of instruction (number of hours L + E + S + e-learning)	0+30+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Speech and Language Pathology	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	level 1

2. COURSE DESCRIPTION

2.1. Course objectives	<p>The aim of the course is to introduce students, theoretically and practically, with a sign language and other forms of manual communication of people with hearing impairments. The content and structure of the course develop basic communication skills and knowledge necessary to work with people with hearing impairments. The exercises in this course provide developing reception and expression skills, acquiring basic vocabulary and grammar of Croatian Sign Language (HZJ).</p> <p>Students will acquire basics for a conversation on HZJ. They will learn how to convey, receive and exchange information relating to family, time and daily activities, food and drink. They will acquire basic nonmanual grammatical features for expressing interrogative, negative, or declarative sentences. They will learn HZJ fingerspelled alphabets, as well as numbers.</p>
2.2. Course enrolment requirements and entry competences required for the course	-
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Provide the professional support in an educational process (the role of teaching assistants).</p> <p>Apply effective communication model to involve parents, educators, teachers and professionals in an interdisciplinary team in speech and language therapy.</p> <p>Apply a form of manual communication and an appropriate behavior in according to communication situation and individual communicational, auditory and language-speech skills of people with hearing impairments.</p> <p>Understand and define the characteristics of the deaf culture.</p>

Croatian Sign Language101 (130843)				
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)		<p>To develop a visual and visuospatial skills required for receptive and expressive skills in HZJ.</p> <p>To distinguish between manual forms of communication.</p> <p>To distinguish between facial grammar and expressing emotions and nonverbal communication.</p> <p>To distinguish and use different types of sentences (declarative, interrogative, negative).</p> <p>To use appropriate vocabulary, grammar and rules in communication and interaction with people with hearing impairments.</p> <p>To define the main features of the community and culture of the Deaf.</p> <p>To define communicational, language and cultural differences between the Deaf and Hearing communities.</p> <p>To develop a groundwork for further learning HZJ.</p>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)		-		
2.6. Format of instruction:		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities		To attend the course regularly and encouraged to actively participate in class.		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)		Class attendance	1	Research
		Experimental work		Practical training
		Essay		Exercises
		Tests	1	(other)
		Written exam		(other)
2.10. Grading and evaluating student work in class and at the final exam				
2.11. Required literature (available in the library and via other media)		Title	Number of copies in the library	Availability via other media

Croatian Sign Language101 (130843)

	Alibašić, T., Šarac, N. i R. B. Wilbur (2004): Researching HZJ. In Bradarić-Jončić, S. i V. Ivasović (eds.): Sign Language, Deaf Culture & Bilingual Education, ERF, Zagreb, 39-46.
2.12. Optional literature (at the time of submission of study programme proposal)	Sachs, O. (1991): Seeing voices: a journey into the world of deaf. Picador, London. Kyle, J. G., Woll, B. (1985): Sign Language: The study of deaf people and their language; Cambridge University Press. Emmorey, K. (2002): Language, Cognition, and the Brain: Insights from Sign Language Research. Lawrence Erlbaum Associate, Publisher. Mahwan, New Jersey.
2.13. Quality assurance methods that ensure the acquisition of exit competences	assignments, activity in the exercises, final exam
2.14. Other (as the proposer wishes to add)	

Dysphagia and Feeding Disorders (39335)

1. GENERAL INFORMATION

1.1. Course teacher	Assis. Prof. Blaženka Brozović, PhD	1.6. Year of the study programme/ semester (summer, winter)	3 rd / 5 th (winter)
1.2. Name of the course	Dysphagia and Feeding Disorders	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+30+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate	1.9. Expected enrolment in the course	
1.5. Status of the course	Obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	

2. COURSE DESCRIPTION

2.1. Course objectives	
2.2. Course enrolment requirements and entry competences required for the course	
2.3. Learning outcomes at the level of the programme to which the course contributes	
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory
	2.7. Comments:

Dysphagia and Feeding Disorders (39335)			
	<input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
2.8. Student responsibilities	To attend the course regularly and encouraged to actively participate in class.		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	Research	Practical training
	Experimental work	Report	Exercises
	Essay	Seminar essay	(other)
	Tests	Oral exam	(other)
	Written exam	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam			
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
2.12. Optional literature (at the time of submission of study programme proposal)			
2.13. Quality assurance methods that ensure the acquisition of exit competences			
2.14. Other (as the proposer wishes to add)			



Courses in English available to incoming students
Academic Year 2025/2026
SPEECH AND LANGUAGE PATHOLOGY

Course description for graduate study programme Speech and Language Pathology

Child Language Corpora (175138)			
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Gordana Hržica, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 st / 1 st (winter)
1.2. Name of the course	Child Language Corpora	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	0+15+15+ e-learnig activities
1.4. Study programme (undergraduate, graduate, integrated)	Graduate Speech and Language Pathology	1.9. Expected enrolment in the course	8 - 30
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>This course is designed to provide students with a basic knowledge of the usage of language corpora in linguistic research. Specific emphasis will be given to the role of longitudinal child language corpora. Students will be trained to use the software package CLAN and coding system CHAT, all part of the CHILDES international child language database.</p> <p>Students will be required to engage with the readings, database studies and exercises concerning types of corpora. They will collect language samples and engage in coding of spoken language and analysing language samples.</p>		
2.2. Course enrolment requirements and entry competences required for the course	Required competences: basic knowledge of linguistics, psycholinguistics (language acquisition), basic computer skills.		

Child Language Corpora (175138)

2.3. Learning outcomes at the level of the programme to which the course contributes

The course will contribute to the study program of speech and language pathology by providing the basic framework for understanding the role of corpora in language research, by training student to use language-sampling tools and to apply relevant analyses.

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)

The course framework will provide students with the basis to negotiate issues of

1. Language corpora;
2. Language sampling;
3. Course activities will provide students with the ability to apply;
4. Adequate language sampling;
5. Coding of spoken-language samples;
6. Analyses of spoken-language samples.

Week 1: Spoken and written language corpora

Week 2: Language sampling

Week 3: Language sampling in speech and language pathology

Week 4: Morphological analysis of language samples 1

Week 5: Morphological analysis of language samples 2

Week 6: Coding in CHAT

Week 7: Error coding

Week 8: Language samples final checking with CHECK programme

Week 9: Child language corpora-based research 1

Week 10: Child language corpora-based research 2

Week 11: Student work on language samples

Week 12: Student work on language samples

Week 13: Limitations of corpus method in language research

Week 14: Student presentations

2.5. Course content broken down in detail by weekly class schedule (syllabus)

2.6. Format of instruction:

- | | |
|---|---|
| <input checked="" type="checkbox"/> lectures | <input checked="" type="checkbox"/> independent assignments |
| <input type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and the internet |
| <input checked="" type="checkbox"/> exercises | <input type="checkbox"/> laboratory |

2.7. Comments:

Child Language Corpora (175138)

2.8. Student responsibilities	<input type="checkbox"/> online in entirety		<input checked="" type="checkbox"/> work with mentor	
	<input checked="" type="checkbox"/> partial e-learning		<input type="checkbox"/> (other)	
	<input checked="" type="checkbox"/> field work			
	1. two written tests			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	2. one oral presentation (report)			
	3. one written assignment (essay)			
	Class attendance	Research	1	Practical training
	Experimental work	Report	1	Exercises
2.10. Grading and evaluating student work in class and at the final exam	Essay	Seminar essay		(other)
	Tests	Oral exam	1	(other)
	Written exam	Project		(other)
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	Kuvač, J., Palmović, M. (2007) Metodologija istraživanja dječjeg jezika. Naklada Slap. Jastrebarsko.		5	
	Behrens, H (ur.) (2008). Corpora in Language Acquisition Research: Finding Structure in Data Benjamins. Amsterdam: Benjamins.)		5	e-learning platform
	Heilmann, J. (2010). Myths and Realities of Language Sample Analysis, Perspectives on Language Learning and Education, 17(1), 4 – 8. (http://www4.uwm.edu/chs/faculty_staff/upload/Heilmann-Perspectives-2010.pdf)			online
2.12. Optional literature (at the time of submission of study programme proposal)				



Child Language Corpora (175138)

2.13. Quality assurance methods that ensure the acquisition of exit competences

Exit competences will be ensured if student passes all the requirements of this course.

2.14. Other (as the proposer wishes to add)

Narrative Assessment in Speech and Language Pathology (39282)

1. GENERAL INFORMATION

1.1. Course teacher	Assoc. Prof. Gordana Hržica, PhD	1.6. Year of the study programme/ semester (summer, winter)	2 nd / 3 rd (winter)
1.2. Name of the course	Narrative Analysis in the Evaluation of Speech-Language Abilities	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	15+0+15
1.4. Study programme (undergraduate, graduate, integrated)	Graduate Speech and Language Pathology	1.9. Expected enrolment in the course	
1.5. Status of the course	Optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2, 20%

2. COURSE DESCRIPTION

2.1. Course objectives	The goals of this course are: (1) to enable students to comprehend the importance of narrative abilities in language development, (2) to learn how to independently perform assessment of narrative abilities as a part of speech and language assessment, (2) to learn how to foster narrative abilities.
2.2. Course enrolment requirements and entry competences required for the course	NA
2.3. Learning outcomes at the level of the programme to which the course contributes	
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After this course the student will be able to:</p> <ul style="list-style-type: none"> – List and describe the types of materials for narrative assessment – List and describe levels of narrative assessment – List, describe and apply assessment of the story macrostructure – List, describe and apply assessment of the story microstructure

Narrative Assessment in Speech and Language Pathology (39282)

2.5. Course content broken down in detail by weekly class schedule (syllabus)

- Describe and recognise the elements of the cohesion and coherence in the story
- List and describe referential devices in the story
- Recognise elements of the evaluative function in narratives
- List basic devices for the fostering of narrative abilities

Week 1: Narratives and language development

Week 2: Narratives and reading

Week 3: Development of narrative abilities

Week 4: Genres and techniques of narration

Week 5: Story macrostructure: Story grammar

Week 6: Story macrostructure: Structural complexity

Week 7: Story macrostructure: Internal state terms

Week 8: Summing up: Story macrostructure

Week 9: Story microstructure: productivity

Week 10: Story microstructure: lexical diversity

Week 11: Story microstructure: syntactic complexity

Week 12: Summing up: Story microstructure

Week 13: Pragmatics of the story: Evaluative function

Week 14: Pragmatics of the story: Referential devices

Week 15: Fostering narrative abilities

2.6. Format of instruction:

- | | |
|--|---|
| <input checked="" type="checkbox"/> lectures | <input checked="" type="checkbox"/> independent assignments |
| <input checked="" type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and the internet |
| <input checked="" type="checkbox"/> exercises | <input type="checkbox"/> laboratory |
| <input type="checkbox"/> online in entirety | <input type="checkbox"/> work with mentor |
| <input type="checkbox"/> partial e-learning | <input type="checkbox"/> (other) |
| <input type="checkbox"/> field work | |

2.8. Student responsibilities

Class attendance

Research

Practical training

2.7. Comments:

Narrative Assessment in Speech and Language Pathology (39282)

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work	Report	Exercises
	Essay	Seminar essay	(other)
	Tests x	Oral exam	(other)
	Written exam	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library
			Availability via other media
	Berman, R. A. & Slobin, D. I. (1994). Relating events in narrative: A cross-linguistic developmental study. Hillsdale, NJ: L. Erlbaum		E-learning platform Merlin
	Hickman, M. (2003). Children's discourse. Cambridge: Cambridge University Press		E-learning platform Merlin
2.12. Optional literature (at the time of submission of study programme proposal)	Aksu-Koç, A., & Aktan-Erciyes, A. (2018). Narrative discourse: Developmental perspectives. In A. Bar-On, D. Ravid (Eds), Handbook of Communications Disorders: Theoretical, Empirical, and Applied Linguistic Perspectives (p.p. 329–356). Amsterdam: De Gruyter Mouton.		E-learning platform Merlin
2.13. Quality assurance methods that ensure the acquisition of exit competences			
2.14. Other (as the proposer wishes to add)			

Course description for undergraduate study programme Social Pedagogy

Theories of Prevention I (93883)			
1. GENERAL INFORMATION			
1.1. Course teacher	Assoc. Prof. Miranda Novak, PhD	1.6. Year of the study programme/ semester (summer, winter)	3 rd / 5 th (winter)
1.2. Name of the course	Theories of Prevention I	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+0+0+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate study Social Pedagogy	1.9. Expected enrolment in the course	-
1.5. Status of the course	Obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>Course Theories of Prevention 1 is an introductory course in prevention science covering themes about the historical development of prevention, definitions of prevention, terms of mental health promotion and prevention of mental and behavioural disorders as well as levels of prevention interventions and theoretical background of preventive concepts.</p> <p>Objective is to familiarize students with the theoretical basics of preventing behavioural problems and risk behaviour of children and youth.</p>		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding and use of relevant theoretical approaches to the prevention of behaviour disorders and risky behaviour of children and youth.		

Theories of Prevention I (93883)

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>By the end of the course/module the student will be able to:</p> <ul style="list-style-type: none"> - Use a recent terminology and conceptual definitions of prevention science - Critically judge historical facts and context of prevention - Select and defend arguments to advocate preventive practices and prevention research - Demonstrate knowledge and understanding of different models of prevention - Connect levels and a continuum of risk with outcomes in child and youth behavior - Integrate lessons learned in the selection of prevention strategies, the level of prevention, models and prevention programs for children and youth in practice - Critically assess the level to which individual prevention programs belong - Integrate the various theoretical approaches underlying the understanding of the development of children and youth
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture / Definition of prevention and historical overview of the development of prevention 2. The terms of the risk and risk behavior 3. The terms mental health, positive mental health, the promotion of mental health 4. Levels of preventive intervention and intervention models of prevention 5. Levels of prevention interventions and environmental approach 6. Preventive approaches to internalized behavioural problems and effective programs 7. Preventive approaches to externalized behavioural problems and effective programs 8. Theoretical foundations of prevention: the concept of risk and protective factors 9. Theoretical foundations of prevention: the concept of development assets and the concept of positive developments 10. Theoretical foundations of prevention: resilience 11. Theoretical foundations of prevention: social and emotional learning 12. Independent work on prepared materials 13. Theoretical foundations of prevention: development psychopathology 14. Theoretical foundations of prevention: the concept of mental health promotion
2.6. Format of instruction:	<div> <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> independent assignments </div> <div> 2.7. Comments: </div>

Theories of Prevention I (93883)

	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
2.8. Student responsibilities	Classes attending is required (attendance at a minimum of 13 class schedule), as well as active participation in class.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	
	Experimental work		Report	Exercises	
	Essay		Seminar essay	(other)	
	Tests	1	Oral exam	(other)	
	Written exam		Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Examination: Through two colloquium and written exams. The condition for taking the examination is classes attendance (can be absent from a maximum of two terms, with or without a note). The final exam is possible to pass through colloquium. If the exam is taken by colloquium, both colloquiums should be positively scored. Overall score is the average score on each colloquium. Final, written, exam access all the students who did not go to one of colloquiums and / or have not received a positive grade on both colloquiums.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	For literature on English contact the course teacher.				
	1. Barry, Margaret M. (2001). Promoting Positive Mental Health: Theoretical Frameworks for Practice. International Journal of Mental Health Promotion, 3 (1), 25-34. 2. Barry, Margaret M. (2007). Building capacity for effective implementation of mental health promotion. Australian e-Journal for the Advancement of Mental Health 6(2): 1-9.				

Theories of Prevention I (93883)

3. Catalano, R.F., Berglund, M.L., Ryan, J.A.M., Lonczak, H.S., Hawkins, D.J. (2002). Positive Youth Development: Research Findings in Positive Youth Development Programs. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, and the National Institute for Child Health and Human Development, 1-24 str.
4. Coie, J.D., Watt, N.F., West, S.G., Hawkins, J.D., Asarnow, J.R., Markman, H.I., Ramey, S.L., Shure, M.B., Long, B. (1993). The Science of Prevention: A Conceptual Framework and Some Direction for National Research Program. *American Psychologist*, 48, 10, 1013-1021.
5. Herrman, H., Jané-Llopis, E. (2012). Status of Mental Health Promotion. *Public Health Reviews* 34 (2), 1-21.

Student survey conducted by the University (online survey)

Oral evaluation at the end of teaching and passing objects.

2.12. Optional literature (at the time of submission of study programme proposal)

2.13. Quality assurance methods that ensure the acquisition of exit competences

2.14. Other (as the proposer wishes to add)

Course description for graduate study programme Social Pedagogy

Contemporary Methods in Treatment of Addicts (39557)			
1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Ksenija Butorac, PhD	1.6. Year of the study programme/ semester (summer, winter)	1 st / 1 st (winter)
1.2. Name of the course	Contemporary Methods in Treatment of Addicts	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	30+30+0
1.4. Study programme (undergraduate, graduate, integrated)	Graduate study of Social Pedagogy	1.9. Expected enrolment in the course	
1.5. Status of the course	Mandatory/ elective for students enrolled in other graduate study programmes	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	<ol style="list-style-type: none"> 1. Name and describe theoretical concepts and results of multidisciplinary research in the field of drug abuse related to the predictors of success in the drug addiction treatment. 2. Identify, differentiate and plan the application of socio-pedagogical instruments for diagnosis and evaluation of treatment of juvenile and adult drug users and use the modified Addiction Severity Index (ASI) in working with clients 3. By actively participating in the exercises, students will distinguish, compare and use effective communication techniques, counselling and psychotherapeutic interventions in Neurobehavioral Psychotherapy as versions of CBT, Transactional Analysis, Neurolinguistic Psychotherapy and Family Psychoeducation. 4. Each student, as a therapist, client and observer, will demonstrate skills in the process of therapeutic work with a presumptive addict and his family by practicing a timeline of therapeutic interventions specific to the neurobehavioral model. 		

Contemporary Methods in Treatment of Addicts (39557)

	5. As future helpers' students will be prepared for listening and acceptance by the client, they will design the client's education, create monitoring of the client's behavior related to encouraging abstinence and relapse prevention and thus assess the level of treatment effectiveness.
2.2. Course enrolment requirements and entry competences required for the course	Fluency in English
2.3. Learning outcomes at the level of the programme to which the course contributes	<ol style="list-style-type: none"> 1. Critically evaluate the etiological and phenomenological characteristics of specific behavioural problems at local, national and international levels in a given period 2. Assess the characteristics and intervention needs of beneficiary using modern, scientifically and clinically based instruments / procedures 3. Create science-based interventions with individuals, groups and communities and instruments for their implementation and monitoring 4. Evaluate the processes and effectiveness of interventions with individuals, groups and communities during and after the implementation of the intervention and use the results to improve interventions 5. Improve existing collaborations within an interdisciplinary team approach and propose new collaborations in the best interests of beneficiary 6. Self-assess one's own interpersonal, generic and professional competencies and manage one's own professional development accordingly
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Define and describe the concepts of drug abuse and drug addiction and classify psychoactive substances regarding their effects on the human body 2. Assess risk and protective factors for the occurrence of addiction in relation to personality traits, pattern of drug use, behaviour, family and social functioning 3. Describe, compare and interpret research in the field of sociology, biomedicine, neuroscience and genetics that will contribute to understanding the etiology of addiction 4. Analyse the data obtained from the client and relevant persons involved in the treatment and select the appropriate diagnostic instrument for monitoring and evaluation of treatment 5. Describe the elements of assessment and analyse the predictors of success of the outcome of addiction treatment 6. Describe, interpret and distinguish the characteristics of individual, group and family treatment in working with drug users 7. Combine motivational conversation techniques 8. Make an overview of the status of the client and of a therapeutic contract with the client and a family member according to the Matrix model of the individual intensive treatment programme 9. Describe the schedule of therapeutic interventions in the initial, middle and last stage of the client's recovery process and apply the given therapeutic interventions

Contemporary Methods in Treatment of Addicts (39557)

	10. Analyse addiction relapse and apply certain therapeutic methods for the purpose of its prevention
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course, teaching methods, assessment of student work and use of literature 2. Lecture: Definition of terms: drugs, drug abuse, addiction. Classification of psychoactive drugs and their effects on the human body. Types of drug users according to the method of consumption, personality and behavioural characteristics, and family and social functioning. 3. Lecture: Instruments for socio-pedagogical diagnostics and treatment evaluation; modified Addiction Severity Index questionnaire. Exercise 1.: Work on the ASI questionnaire using an example from practice 4. Lecture: Basic principles of an effective treatment programme. Modalities of treatment programmes: types of treatment approaches and individual treatment programmes. Principles in therapeutic work with an addict. Exercise 2: Strategies and steps in achieving change - levels of intervention 5. Lecture: Medical-psychiatric (pharmacological), counselling and psychotherapy approach, therapeutic community. Components of drug addiction recovery programme (drug-free approach) and substitution programme (heptanone and suboxone). Exercise 3: Working on a well-formed outcomes I. 6. Lecture: Elements of assessment and predictors of successful outcomes in drug addiction treatment. Exercise 4: Working on a well-formed outcome II. 7. Lecture: Motivational Empowerment Therapy for Entering Therapy, and for Accepting and Planning Change. Exercise 5: Motivational Interviewing 8. Lecture: Therapeutic models in addiction treatment: psychodynamic, TA, NLPt, neurobehavioral (CBT) cognitive and partner/family psychotherapy. Exercise 6: Creating a status report for an addicted client 9. Lecture: Specificities of the treatment approach in working with a minor and his family. Exercise 7: Creating a therapeutic contract with a client and a family member 10. Lecture: Concept, format and goals of the neurobehavioral approach to addiction treatment - MATRIX model. Exercise 8: Overview and timeline of therapeutic interventions in the initial, middle and last stages of the recovery process 11. The connection between treatment and corrective approaches in addiction treatment – quasi-compulsory treatment. Programmes and treatment guidelines for addicts within the police and criminal justice system – examples of good practice. Exercise 9: The concept and specifics of the drug abstinence control 12. Exercise 10: Breaking the cycle; Determining external and internal triggers; Problems in the early recovery stage; Thoughts, emotions and behaviour (coping); Thought stopping/prevention techniques; Justification for addiction relapse I and II; Analysis and prevention of addiction relapse 13. Exercise 11: Therapeutic interventions in the "wall" stage; Compulsive behaviours; Dangerous emotions and anger management; Trust, honesty and motivation for the "day by day" recovery process 14. Exercise 12: Re-adjusting and establishing healthy relationships; Accepting and making new friendships; Taking care of yourself, your job, and your money; Reassessing the client's status

Contemporary Methods in Treatment of Addicts (39557)

	15. Lecture: Self-help organizations and multimodality treatment programmes for addicts. Exercise 13. (workshop): Experiences in individual and group work in hospital and outpatient treatment (Vrapče Psychiatric Hospital – VI Department - guest M.Sc. Sanja Jelić, univ. mag. paed. soc.), as well as in the resocialization of addicts in the NGO "Together we move forward".		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research
	Experimental work		Practical training
	Essay		Exercises
	Tests		2
	Written exam		Report
2.10. Grading and evaluating student work in class and at the final exam	Essay		Seminar essay
	Tests		(other)
	Written exam		Oral exam
		1.5	(other)
			(other)
2.11. Required literature (available in the library and via other media)	Final grade is going to be calculated from the class attendance as well as from the performed individual and group exercises and oral exam. A level of quality in the respective activities is going to influence the final grade.		
	Monitoring and evaluation elements	Workload in ECTS	Percentages (%) in the final grade
	Course attendance	0,5	12,5
	Activities during group exercises	0,5	12,5
	Exercise participation and feedback analysis	1,5	37,5
2.11. Required literature (available in the library and via other media)	Final oral exam	1,5	37,5
	Total	4,0	100%
	Title	Number of copies in the library	Availability via other media

Contemporary Methods in Treatment of Addicts (39557)

	Rawson, R.A., Obert, J.L., McCann, M.J., Ling, W. (1999). The Matrix Intensive Outpatient Program; A 16-Week Program for the Treatment of Stimulant Abuse and Dependence Disorders. The Matrix Institute on Addictions, Los Angeles, CA	Yes
	Butorac, K., Želimorski, F. (2023). 'Dose' of intervention: How much is enough? In: Novak, T. (ed): Conference Proceedings of 10th International Conference: Research in Education and Rehabilitation Sciences: ERFCO 2023 : Vol. 1, 205-220.	Yes
	Sulaman, I., Hartley, S. & Elvins, R. (2023). Therapeutic alliance in the treatment of adolescent substance misuse: A systematic review. Child and Mental Health. Doi: 10.1111/camb. 12671	Yes
	European Monitoring Centre for Drugs and Drug Addiction (2021). Balancing access to opioid substitution treatment with preventing the diversion of opioid substitution medications in Europe: challenges and implications. Retrieved from: https://www.emcdda.europa.eu/publications/technical-reports/opioid-substitution-treatment-ost-in-europe-availability-and-diversion_en	Yes
	Miller, W.R., Rollnick, S. (1991). Motivational interviewing: preparing people to change addictive behavior. The Guilford press. New York.	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	Lingiardi, V., Muzi, L., Tanzili, A. & Carone, N. (2017). Do therapists' subjective variables impact on psychodynamic psychotherapy outcomes? A systematic literature overview. Clinical Psychology and Psychotherapy, 25, 85-101. Rigg, K. K., Kurtz, S. P. & Surratt, H. L. (2012). Patterns of prescription medication diversion among drug dealers. Drugs: Education, Prevention and Policy, 19, 145-155. Wright, N., D'Agnone, O., Krajci, P., Littlewood, R., Alho, H., Reimer, J., Roncero, C., Somaini, L. and Maremmanni, I. (2016). Addressing misuse and diversion of opioid substitution medication: guidance based on systematic evidence review and real-world experience. Journal of Public Health 38(3), 368-374.	
2.13. Quality assurance methods that ensure the acquisition of exit competences	Two types of anonymous evaluations will be conducted after the course. First, internal evaluation after the student's assignments and exercises that will include perceived level of students' educational outcomes and suggestions to the lecturer on the topics included in this course. The second evaluation will be an official anonymous evaluation prepared by the ERF, University of Zagreb.	
2.14. Other (as the proposer wishes to add)		

For all students, both undergraduate and graduate level (no ECTS)

Physical and Health Education

Students can choose *Physical and Health Education* in both semesters, but they **don't get ECTS credits** for taking the course.

Schedule for 2025/2026

Monday: (volleyball, basketball, handball, football, table tennis, badminton, dance...)

Tuesday: (volleyball, basketball, handball, football, table tennis, badminton, dance...)

Wednesday: (volleyball, basketball, handball, football, table tennis, badminton, dance...)

Thursday: 16:00-17:00 gym (volleyball, basketball, handball, football, table tennis, badminton, dance...)

Friday or Saturday (by appointment): walks, bike, mountaineering.